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ABSTRACT

This packet contains articles by and for teenagers and articles and tips sheets for educators and parents. Included are: (1) "What Teens Need from Teachers, Parents, and Other Adults" (Stephen Small); (2) "Visually Impaired, Deaf Teens Share Views"; (3) "Teens Benefit from Community Service" (Kelli Krueger); (4) "My Experience in Foster Care;" (5) "How to Talk So We Want to Listen" (Becky Wilson); (6) "Helping Youth Deal with Stress" (Linda Nauth); (7) "Attitudes of Teenagers Toward Personal Leisure" (Sandra Haack); (8) "Attitudes of Adolescents Toward Family Leisure" (Ruth Rohlfing); (9) "Eating for Health" (Mary Jo Tuckwell); (10) "Dads Teaching Sexuality to Teens" (Dale Olen); (11) "Planning for High School and Beyond" (Gary Bersell); (12) "Bridging the Gaps with Peer Helpers" (James Rowe); (13) "Friends Helping Friends Program--Teenagers Make a Difference" (Trisha Day); (14) "Should Your Teenager Work?"; (15) "Adolescents and Homework--Some Tips for Parents from Parents"; (16) "Tips for Teachers: Helping Families Help With Homework"; (17) "Classroom Ideas: Life, Living, and Learning in the Teen Years" (Joan Mittelstaedt); (18) "Public Relations Ideas: Life, Living, and Learning in the Teen Years"; and (19) "Quotations: Life, Living, and Learning in the Teen Years." Also included are a teen comic strip by teenager Jay Jensen; a list of additional resources to assist readers in providing help and leadership to teenagers; a listing of materials on teenagers included in the 1987-1988 Year of the Family in Education packets; and "Public Relations Tips," sample information releases, and sample public service announcements for March, April, and May. Clip art is included for use in district publications. (NB)

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LIFE, LIVING, AND LEARNING IN THE TEEN YEARS

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FAMILIES IN EDUCATION

Our Children... Wisconsin Cares

Life, Living, and Learning in the Teen Years

March - Decisions, Decisions

April - On the Road to Adulthood

May - Teen Pride

Overview of This Packet

This packet is devoted primarily to teenagers. It contains articles by and for teenagers, and articles and tips sheets for educators and parents. It also contains a listing of teen-related materials that appeared in the 1987-88 Year of the Family in Education packets.

Contents of This Packet

What Teens Need from Teachers, Parents, and Other Adults

Stephen A. Small of the University of Wisconsin-Extension offers suggestions for helping teenagers deal with the challenges they face. His suggestions are based on the developmental needs of teenagers. A good article for district or staff newsletters.

Visually Impaired, Deaf Teens Share Views

These four thought-provoking essays were written by students at the Wisconsin School for the Visually Handicapped and the Wisconsin School for the Deaf. They could be used as the basis for classroom discussion or reproduced in school publications.

Teens Benefit from Community Service

When young and old stick together, everyone benefits. A 1988 graduate of Waterloo High School describes the pains and joys of participating in an intergenerational program. Show it to students and adults participating in your district's intergenerational program or use it as a point of discussion if your district is considering such a program.

My Experience in Foster Care

This inspiring article, written by a Wisconsin teenager, describes experiences most people never have. Ideal for class discussions on sensitivity to others and striving for goals.

How to Talk So We Want to Listen!

Teenagers give their views on what they would like from parents when it comes to communicating. In addition to reproducing this in the district newsletter, use it in the classroom as well. Have students add their opinions, then have students ask parents what they think about these statements. A good discussion starter.

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Teen Comic Strip

Jay Jensen, a 17-year-old twelfth grader at Clinton High School, offers a humorous look at a teenage problem.

Helping Youth Deal with Stress

School Psychologist Linda Nauth suggests that *how* we look at a situation is the key to how we react to it. If teens can be taught to look at situations more objectively, they can reduce stress.

Attitudes of Teenagers Toward Personal Leisure

What do teenagers do with their leisure time away from family? How do activities and attitudes differ depending on age and sex? Why is it so important that teenagers learn to use leisure time wisely? Parents and educators will get answers to these and other questions in this article.

Attitudes of Adolescents Toward Family Leisure

What do teenagers think about spending time with their families? When they are with their families, what do they do? This article, primarily for parents, describes some of the attitudes teens have about spending leisure time with family.

Eating for Health

This article covers some key diet and health issues for teenagers: weight control, eating disorders, and sports nutrition. Distribute to parents and use as a discussion starter in class.

Dads Teaching Sexuality to Teens

Dale Olen discusses the father's role in teaching sexuality to their teens and provides information father will find helpful. Good article for parent group discussions.

Planning for High School and Beyond

Planning for the future becomes extremely important as students move from middle school/junior high into high school. Janesville School District's four-year plan program describes some of the things school districts can do to help students and their parents plan for the future.

Bridging the Gaps with Peer Helpers

This article on peer helping includes perspectives on what it is and is not. A description of a program at La Crosse Logan High School illustrates how a peer helper program can work.

Friends Helping Friends—Teenagers Make a Difference

Peer pressure is powerful, and it also can be positive. Trisha Day of the University of Wisconsin-Extension describes Friends Making Friends, an educational program in which older students help younger students.

Should Your Teenager Work?

Many adults think work is good for kids, but some work situations and attitudes towards work can cause problems, and not only with grades. Useful article for both parents and teens.

Adolescents and Homework—Some Tips for Parents from Parents

Homework is important, but it also can be the source for problems and conflicts. This article includes background information on the nature and reasons for homework at the middle school/junior high and high school levels and tips for parents.

Tips for Teachers: Helping Families Help with Homework

Teachers are a valuable source of help for parents who want to help their children with homework. This tip sheet is a good item for the staff newsletter (or to for teacher mailboxes).

Classroom Ideas

A classroom teacher offers some suggestions for bringing teen issues and interests into the classroom. It also includes suggestions for using packet materials in the classroom.

Public Relations Ideas

Teens can be a valuable part of any district public relations program, yet they are often not included. Here are some suggestions that will help your PR program and teens by getting them involved in school promotions.

Quotations

These can be used as filler in newsletters and other school publications.

Resources

Additional resources are listed to assist you in providing help and leadership to teens.

Teen Issues: Reference to 1987-88 Packets

This listing includes materials on teens included in the 1987-88 Year of the Family in Education packets.

Monthly Media Materials

Public Relations Tips, sample information releases, and sample public service announcements are included for March, April, and May. In addition, clip art is included for use in district publications.

January 1989

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What Teens Need from Teachers, Parents, and Other Adults

Stephen A. Small, Assistant Professor of Child and Family Studies, University of Wisconsin-Madison, and Human Development and Family Relations Specialist, University of Wisconsin-Extension

In today's society, youth face a multitude of challenges that can make developing into mature and responsible adults a difficult task. Adjusting to major physical changes in one's body can be strange and stressful. Renegotiating relationships with parents can strain some parent-adolescent relationships. Facing important questions about the present and future, such as how to succeed at school and what career choices lie ahead, can be both exciting and frightening. Finally, personal and societal risks, such as negative peer pressure, drug abuse, sexual activity and its consequences, and suicide and social alienation, can make growing up in today's world difficult and dangerous.

Teachers, parents, and other concerned adults often wonder what they can do to help teenagers successfully negotiate the multitude of challenges they face. Following are a number of suggestions based on some of the developmental needs of teens.

Respect from Adults. Youth need to be seen as people in their own right who are equal to adults in their worth and dignity. We need to treat teens the same way we expect them to treat us and other people. Although we may not always agree with them, we need to show respect for their feelings and opinions. Failing to recognize this need is a violation of their worth as human beings. It also can lead teens to behave in ways that reflect a loss of respect for themselves and others.

Decision-Making Opportunities. In order for youth to develop the ability to make wise decisions, they must be given real opportunities to make choices. We can facilitate this process by creating opportunities for youth to make decisions, such as allowing them a greater voice in making rules, selecting and planning classes and activities, and leading learning activities. We must resist the desire to intervene and allow youth to make their own decisions. When we observe youth handling current responsibilities well, we should gradually increase opportunities for self-direction.

Experimentation and Risk-Taking. Adults need to provide opportunities for youth to experiment and take risks without suffering detrimental or dangerous consequences. Taking risks and experimenting are a necessary and normal part of growing up. Speaking in front of a class, getting drunk, trying out for the football team, and driving fast down a highway are all examples of risks teens take. Some are more dangerous than others. We need to provide adolescents with opportunities to experiment that minimize the detrimental consequences if they fail. This can be difficult, because youth are inexperienced, highly influenced by peers, and often lack the cognitive ability to make sound judgments. We should work at creating activities that provide youth with an opportunity to take risks and test out their new physical and mental abilities but that at the same time keep potential dangers to a minimum.

Peer Interaction and Sense of Belonging. Youth should be provided opportunities to interact with peers and to acquire a sense of belonging. Like adults, teens need to feel that they are part of a larger group that has a purpose. They need to feel they belong and are wanted. Such a group can provide adolescents with a transitional identity as they strive to develop their own unique sense of

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self. While the pressure of peers can be a negative influence, it also can be channeled into a positive force. Some ways to promote positive peer influence include

- involving youth in making the rules that govern their behavior;
- planning activities where the peer group receives recognition for contributing to the good of the community, school, or an individual;
- involving teens in peer counseling and peer tutoring programs;
- planning activities that require cooperation rather than competition; and
- involving teens in discussions and role plays where they can learn from each other's experiences.

Sharing Beliefs and Forming Value Systems. In a complex society such as ours, teenagers face a multitude of conflicting values and opinions. In order to form a consistent and healthy value system, teens need opportunities to share with others their viewpoints and opinions, consider the pros and cons of issues, and experience how others react to what they say. Through such experiences, teens can begin to formulate a personal stand that is well-examined and thought out. Adults who work with youth can further promote healthy value formation by encouraging open discussion and by not trying to impose their own values.

Assuming Responsibility. We should try to provide activities for youth that allow them to assume responsibility for themselves. This may involve giving teens the responsibility to shape and run an activity. However, it does not mean adults should necessarily turn over all control. Rather, we should provide guidance and advice, set clear limits for behavior, and provide enough structure to ensure that the efforts of teens are met with success rather than failure.

Responsibility for and Accountability to Others. Youth need to have experiences that make them feel accountable to others. In other words, if youth are to grow up to be parents, workers, and citizens who are responsible for the welfare of other people such as their children, they need to have opportunities where they experience what it means to have others dependent on them. Moreover, if we expect our young people to be caring and nurturant parents and citizens, it is important that we provide them with opportunities to learn how to be caring and nurturant to others, especially those who are less able or mature. For example, through helping the elderly, taking care of younger children, or tutoring the less capable, teens can learn not only how to care for others, but what it means to be accountable to people who need and depend on them.

Role Models for Teens. Adults need to serve as positive role models. Teenagers look up to adults whom they like and respect. Such adults are usually respectful of teens and are fair and consistent in their own actions. Adults can have a powerful, positive influence on teens by cultivating a personal relationship that is supportive and respectful.

Although this list is certainly not a complete one, it provides an overview of some of the more important needs of adolescents and the things adults can do to meet those needs. Growing up in today's world can be a difficult task, but there is much that we as caring and concerned adults can do to make that task a little easier and more successful.

Visually Impaired, Deaf Teens Share Views

The following essays were written by students at the Department of Public Instruction's two residential schools, the Wisconsin School for the Visually Handicapped (WSVH), Janesville, and the Wisconsin School for the Deaf (WSD), Delavan.

By A.K., WSVH

I have had an eye problem since I was born. A lot of people see fine until they are five years old or even older, and losing sight affects their lives a lot. Some can't handle it. I think it helps that I was born with my eye problem. It doesn't really bother me, and I am glad that it happened at birth and not later. My eye problem really makes me thankful for what I do have, which is really a lot. It also helps me push myself a little harder when my back is against the wall. It makes me prove to the world that I am just as good, if not better, than people with good vision. I think I have this eye problem for a reason, and I think it's a good reason, and I am going to work to find out what it is.

There are a lot of people who cannot breathe without a machine, and a lot of us worry about our hair or clothes. Just take time to think, not only about your life, but about others, and be thankful for what you have. You have a lot more than you think. You have a life. What you do with it is up to you.

Some kids act older or younger than their age. Just because you have the word "teen" after your age, doesn't mean you are one, because, regrettably, some people act like two-year-olds. They seem to mature much later. To me, the definition of teen is to be smart and mature, able to handle everyday problems. It is not an easy job and it is sometimes a dirty job, but as the line goes, "Someone has to do it."

Then there are the people who want to get older faster. We all do this, but think about the problems adults have. I was the same way until my teacher told me to stop and "smell the flowers," so I've slowed down. Now I am enjoying life, because these 14 years have gone by fast, and when I'm 30, I am not going to have much time to play baseball and so on.

By S.M., WSVH

Being a 15-year-old with a vision problem isn't always easy. I have the same problems as all other teens. But when other teens find out about my vision problem, they stop talking to me or talk about me behind my back. They think they are going to catch it or something. Sometimes it's hard to make friends when people act like that. Only some people are like that, though.

I never change the way I am. If people don't like me the way I am, then they're not the kind of person I want as a friend. My mom has a vision problem, so she knows how I feel. My other family members help me a lot. I really am thankful for all of the help my family gives me, and I don't know what I would do without them.

I know that there are a few things that I will never be able to do because of my vision problem. One of the things I won't be able to do is drive a car, but I will get by without that. I do try to do a lot of things and do the best I can.

By L.A., WSVH

As a visually impaired 17-year-old, I have many of the same problems most teenagers in the world have. I have problems with school, my parents, and my siblings.

My problems with school, I know, are because of my visual handicap, but I don't let that bother me for long. I get angry with myself when I don't do what is supposed to get done. I tell myself I will work harder

next time. I get tired in school more easily than most students, because I use my eyes harder to see things.

I have arguments with my parents just like other teenagers do. But I make up for what I did and tell them I'm sorry. My parents have been wonderful to me. They have given me courage that will be part of me for the rest of my life. They sometimes remind me about my handicap, and I sometimes ignore them, but they understand my feelings. They have taught me to take every opportunity that comes my way, as visually handicapped persons should. I will always love my parents for caring about me and understanding my point of view as a handicapped person.

The rest of my family has been great to me also. My brothers and sister have been there for me when I needed help. They never treat me as a handicapped person. They treat me as a normal sister. I will always have a family that cares about me and will help me when I need their support.

Things aren't always easy. When I was a ninth grader, there were some girls who wouldn't sit with me in the cafeteria. They were afraid that the other kids would think they weren't "cool" if they sat with a handicapped person, so they told me not to sit with them any more. That hurt me a lot.

Now that I am a few years older, I can look back and feel sorry for those girls. They were the ones who had the problem, not me. I may be visually handicapped, but at least I judge people by how they are inside, not by how they are outside. I have had other similar problems, and I am sure I will have more in the future, but I hope I will always remember that the person who is being cruel is the person with a bigger problem than mine.

If I had not had encouragement from my family, I don't know where I would be today. They have helped me accept my handicap and to use everything I have. I personally feel that my handicap came as a gift from God to help other people with handicaps. There are others like me, and some who are worse than I am. I was put here for a purpose—to help others. For my career I want to go into special education. I don't want to make lots of money, but I do know I have lots of courage, and it will get me further than money ever will.

The following essay is a combined effort of Scott Evans, Steve Fuerst, Nancy Frazier, Matt Furseth, Marcy Jo Morford, and Richard Rice, students in a twelfth grade language class at WSD.

What is it like to be deaf teenagers? It seems hearing people tend to imagine how depressing it is to not be able to hear and, therefore, feel sorry for us. But we do not need or want their sympathy. We do not see ourselves as being different from our hearing peers. We all have similar needs and interests. We have zest for life. We talk, we play, we laugh. We look for excitement. We make friends. We enjoy sports, dancing, movies, and food. We even enjoy music (some get it by feeling its vibrations). We consider ourselves normal, not handicapped. Yet, we encounter problems, and they usually are attributed to hearing people's attitudes toward the deaf.

We are proud of our American Sign Language; it is very beautiful and unique. Unfortunately, there are times when hearing people make us feel uncomfortable about using it in public. For example, when we sign at a restaurant, sometimes hearing people stare at us, making us feel like freaks. Sometimes hearing peers make fun of us by imitating our signing, and some laugh or snicker at us. When will we ever be able to feel at ease about signing in public?

Except for our inability to hear, we are able to do anything we want to achieve. Yet, there are hearing people who do not recognize our abilities and do not give us opportunities to realize them. For instance, a deaf teenager who is adept at playing basketball joins a hearing team but is ignored by the coach and teammates because of deafness. Thus, he or she is left sitting on the bench feeling inferior. "Because we are deaf, we cannot do well . . ." seems to be a generally accepted assumption by the hearing. Will there ever come a time when hearing people will not make us feel inadequate?

Because we live in a hearing society, in addition to signing, we have worked hard to develop our skills to communicate by using speech and/or writing. Still, we find ourselves being left out when we try to communicate with a group of hearing people—whether it be family, friends, relatives, or

strangers. Sometimes when we ask what is happening, we are told, "Never mind" or "Oh, it's nothing" or "Don't worry." Then they go on talking, leaving us in the dark. They do not seem to understand our need to know what is going on and to feel part of a group. We want to be able to laugh or cry along with them.

When we do successfully make them tell us what they are talking about, they tend to tell us the topic and explain briefly about it. Then they go right back to talking with the group and ignore filling us in with details. We are left wondering about the topic. We cannot help but feel we are a bother to them. This experience can be quite discouraging and frustrating to us.

Furthermore, we like being independent. We want to be trusted. But hearing people tend to worry about and overprotect us, thus depriving us of opportunities to be responsible for ourselves until later. Some of us have not been allowed to go into a city alone to shop or visit, to drive a car (editor's note: deaf persons in Wisconsin may obtain a driver's license), to travel long distances alone, or to get a job. Also, they tend to do things for us and make decisions for us. For example, some hearing people would not let us order meals for ourselves at a restaurant. Without consulting us, some have taken the initiative to speak for us at a job interview. Being overprotected or patronized by the hearing does not generate good feelings within us. We are more capable than the hearing assume.

In retrospect, we deaf teenagers do not consider ourselves handicapped. We know how to enjoy life in spite of our difference. However, we would appreciate life more if hearing people could change their attitudes toward deafness. We want not their sympathy, but their empathy. Maybe they can empathize with us by plugging their ears to experience the world of silence for awhile. By doing so, they will realize that they can still do all the things that they had been doing—except to hear. (Of course, they will find it difficult to communicate.) Maybe then they could realize that deaf people are human beings like themselves and should not be treated differently. We really want to be treated like everyone else. We are essentially no different from the hearing.

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Teens Benefit from Community Service

Kelli Krueger, 1988 Graduate, Waterloo High School; First-year Student, University of Wisconsin-Eau Claire

A teenager's life is a time of growing, a time of learning, and a time of joy and sorrow. In the midst of all of this, many teens forget the older generation. But in Waterloo, this situation is being reversed, thanks to the Young and Old Stick Together (YOST) program. YOST was started in 1981 by the late Ronald Selnow, a disabled Waterloo resident who was active in community affairs and who wanted to do something to bring young and old closer together.

The program is open to high school seniors. Two students are matched with each elderly partner whose only requirement for participation is that they are in need of love and attention. The students spend at least one study hall per week visiting their partners. Many students spend more time with their partners, mainly visiting and keeping them company, but they also help them with shopping, cleaning, and other chores.

During the year I was involved, 1987-88, there were nearly 65 persons in YOST. I had heard from my peers that YOST had a lot to offer, but until I got involved I never really knew what it was all about.

Training Comes First

The first meeting I attended was a training session, without our elderly partners. Two nurses at the session prepared us for what we might find with our new partners, and we discussed such topics as hearing and visual disabilities and arthritis.

We also participated in activities that taught us what we could do to help us understand our partners' situations and to help us make things easier for them. For example, we all put on mittens and then tried to button a coat. Wearing the mittens gave us an idea of how hard it can be for someone with arthritis to do simple tasks. Having a sense of what it's like to have disabilities due to age made a strong impression on me and actually frightened me. The idea that my partner would have disabilities was not a pleasant thought.

We also discussed death and dying. That was the last thing I wanted to discuss, but I realized it was important. We were informed however, that while it was possible one of our partners could die, this had rarely happened in the YOST program.

The Elderly Partner

The next step was a discussion with the YOST advisor, Richard Jones, a social studies teacher at Waterloo High School. Jones talked about the elderly partner who was matched with us. Students have the choice of not accepting a certain elderly partner. Jones told my student partner, Jacqui, and me that our proposed partner was a cancer patient named Ed whose wife had died very recently. We also were told that it looked like Ed could die within a year. Even so, Jacqui and I decided to be his partners. Ed needed us to help him through the rough times.

Ed was a delightful character, a happy soul. Even when he was feeling worse than usual he almost always had a smile on his face. We saw Ed every Monday morning and sometimes more often. We would help him with chores, and we brought pictures of ourselves when we were young. Sometimes we would all go out for breakfast. Occasionally we would buy Ed colorful helium balloons. Most of the time, though, we just sat and talked about the good times. Oh, how he hated to see us leave.

Two days before my birthday, I received a phone call. Ed had died. I had known him for only a short time, but in that time he

taught me things and brought me such joy. I will never forget him. And I know for a fact that Jacqui and I brightened up his last months.

I think that as teenagers we don't know what real loneliness is. I could see it in Ed's eyes every time we left. But while we were visiting he seemed young again. Bringing happiness into Ed's life was what Jacqui and I had wanted to do. So knowing that we brought some joy to his life made his death a little easier to handle.

About a month after Ed died, Jacqui and I found out we could have another partner. We accepted, and a week later we met Mary. From her I learned that you can stay "young" even when your body is aged. Mary never stopped moving. We went to Mary's house every week for the rest of the school year and shared many good times.

Special Events

In addition to getting together with our partners on a regular basis, we also held special events, including a Christmas party and an end-of-the-year picnic. At the Christmas party, each elderly partner received a gift, we all sang Christmas carols and performed skits, and ate a sit-down catered dinner. There was also time for the elderly partners to talk about the old times.

The picnic was held in a Waterloo park. The menu included brats, hamburgers, and food brought by the students. The elderly partners said they rarely had the chance to eat brats, and they loved them. We finished the picnic with a ride on a carousel, which everyone enjoyed.

I think that in our teenage years we tend to shape most of our ideals and form our outlook. YOST can be such an important part of growing up. It helps us learn a lot about people.

YOST Bridges Gap

YOST also helps to bridge the generation gap. Teens are often strangers to the elderly, and the elderly fear them, so the elderly don't want to get involved with teenagers. Also, some elderly persons are embarrassed because of their disabilities. Some teens also hesitate to get involved in YOST, but they might change their minds if they knew how much fun it can be. Both generations can learn so much from each other.

I have never had so much fun, nor learned as much, as I did while I was in YOST. I truly wish every person could experience this joy—the joy of making a lonely person feel important. We teenagers made the elderly partners happy, and they made us happy, which helped all of us in YOST through our teenage years.

My Experience in Foster Care

This article was written by a teenager in Wisconsin.

I am 17 and a senior in high school. I've been in foster care off and on since I was two years old. I guess I don't think of myself as being much different from other kids, though.

I lived in a nearby state until I was 10 years old. My real mother abused me physically and mentally, because I resembled my father, and she hated my father. She wanted to kill me to get revenge on him.

During this time I also experienced periods of neglect. There were many times when my mother tried to kill me and locked me up for long periods of time. I would try to run away and go to the police or neighbors, but all the police did was send me to temporary foster homes. Unfortunately, I wouldn't stay long, because my mother would cover up her tracks, and I would shortly be returned to her. Whenever I was returned to her, she would beat me over and over.

Changes Occur

When I was 10 my mother and I moved to Wisconsin. At age 12, my case was taken to court, and for the last five years I have been in permanent foster care. I have not been sent back to my mother. The people who work in social services in Wisconsin tend to believe the kids; they take the evidence they see, and they do something about it.

I've been in about 30 or 40 different foster homes or shelter places. I've lived temporarily with total strangers. Boy, many kids would feel intimidated or just pity themselves, but overall I can say I have had an interesting life.

There are advantages and disadvantages of foster care. One advantage is being placed with a family that is civilized and does things together. I also don't have to live in constant fear of being hit. I have people who care about me and help me out.

A disadvantage is that I have to move around a lot. Sometimes I just wish I had my own real family. But, foster care isn't that bad after all. At least I have people who care about me, and I have sort of a "normal" family.

Social Workers Help

My social worker and other social workers have always been there for me. Sometimes I need a boost or need to feel wanted. When my real mom gave up her rights as a parent about two years ago, I felt like I wasn't wanted because my own mom gave me up. My social worker and other social workers were there to give me support. They were also there when I had to testify against someone who had sexually abused me.

I have always been a good student. I've always had an A or B average in school. Even during the times I lived with my mother I never missed more than one assignment on each report card. I think I have done so well in school because school was and is my outlet. I have always tried to look to the future. If I didn't try to learn and to get good grades, I always thought I would be a nobody. I couldn't live with the thought of being a nobody, because I'm a person who has always strived to be successful. When I do anything in my life, I give it my best effort.

I've seen many of my peers focus on the past or just give up. However, I'm someone who focuses on the future. When I get down or think about giving up, I begin to think about my future, and that I'm going to be someone who can help others. I won't be able to do that if I keep thinking "down."

I also can say I'm a person who does not like to judge others, because I believe everyone is someone special and needs someone to

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believe in them. I try to get to know and become friends with the kids who have special needs, are handicapped, or are just different than I am. This is because when I was growing up and felt like I didn't have anybody to count on, I would talk to others and get to know them. Because I did that I played sports, was in scouting, served as a volunteer in community service, ran for class officer in school, and tried many other things.

I think being a foster kid hasn't stopped me from being a person who helps others or encourages other kids to be more positive.

How to Talk So We Want to Listen!

Becky Wilson, Tenth Grade Student, James Madison Memorial High School, Madison

• Remember that we're adults . . . sort of . . . and don't need to be talked down to.

• Be honest with us. Sooner or later we will find out the truth, and it makes us feel dumb if we were lied to. Besides, if we know the truth, we can help instead of becoming part of the problem.

• Tell us you love us—even if we act like we don't want to hear it. A hug or a pat on the back is always a nice bonus.

• Praise us if we do O.K. Sometimes it seems like nothing we do is enough.

• Skip the lectures, please. A word or two and a check to see if we understand the message usually does the trick. Most of us know we've made a mistake long before you talk to us about it anyway.

• Don't yell! Nothing makes us want to fight back more than being screamed or shouted at.

• When we need help, give it to us—O.K? We don't need to be told that we really blew it this time, that you would never have made that sort of mistake, or that our siblings would never have done it. We need help in finding a way out of the mess, not a lecture that we're in trouble. We already know that part.

• Don't pressure us to achieve all the time. We do our best, but we also get tired. Remind us from time to time to slow down, goof off, do something silly. We can't always make the goals you've set for us, because some of them are too far off the ground.

• Let us know that you'll love us even if we don't live up to your expectations. Let us know that you'll always be there for us, no matter what.

• If we do have a major problem, *help* us solve it, don't solve it for us, or we'll never learn how to function as adults.

• Let us form our own opinions about some things. Chances are they'll be a lot like yours if you've brought us up right.

• If we've got a collective problem, hear us out first before assuming you're right and we're wrong.

• Give us a chance to disagree with you without telling us that we're "talking back." We need to develop that part of our communication system, too.

• If you're angry, mad, sad, or whatever, tell us so we don't say or do the wrong thing. We know how it can be, and the last thing we want to do is make the situation worse.

• Don't bring up the same issue over and over again. Getting told off once is usually enough. We aren't all ego. There is common sense and logic there, too!

• We love to hear about when we were little, and we like to hear about your teenage years as well. But don't use those stories just to teach us a lesson or make a point about how good we have it. The stories are fun just by themselves.

• Never stop talking to us. You are the only ones we can count on for reassurance and love.

Ideas for this article were contributed by members of the Talented and Gifted English class at James Madison Memorial High School, Madison.

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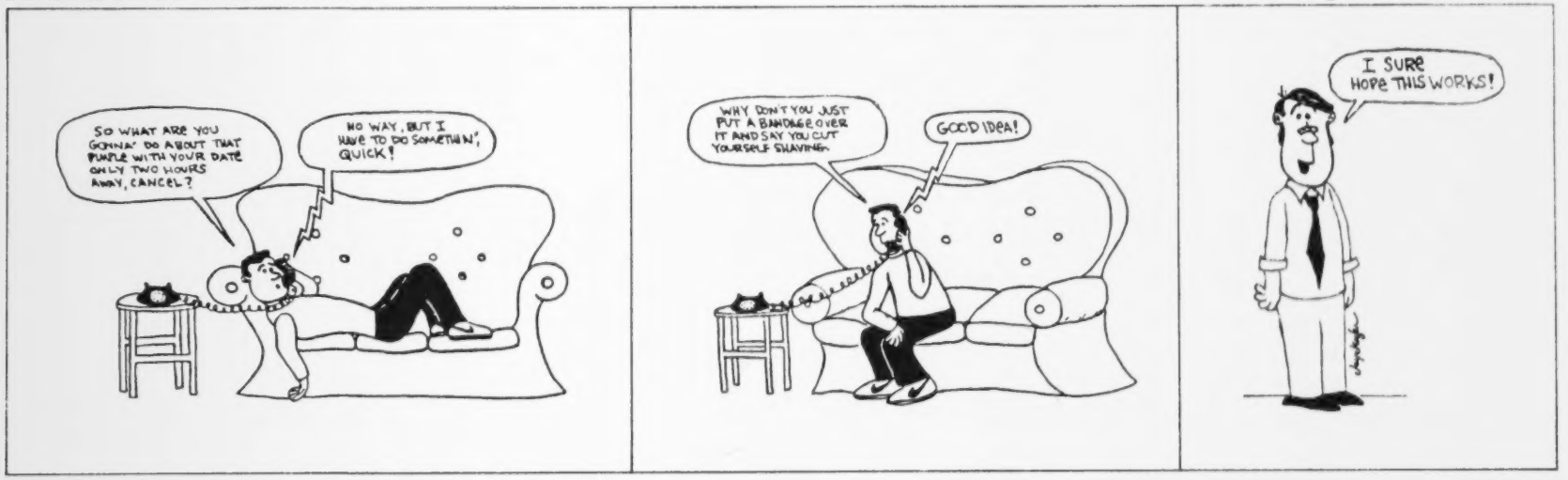
A Humorous Look

Jay Jensen, Twelfth Grade
Clinton High School


SO WHAT ARE YOU GONNA' DO ABOUT THAT PIMPLE WITH YOUR DATE ONLY TWO HOURS AWAY, CANCEL?
NO WAY, BUT I HAVE TO DO SOMETHIN', QUICK!
WHY DON'T YOU JUST PUT A BANDAGE OVER IT AND SAY YOU CUT YOURSELF SHAVING.
GOOD IDEA!
I SURE HOPE THIS WORKS!

Helping Youth Deal with Stress

Linda Nauth, School Psychologist, Kettle Moraine Correctional Institution, Plymouth

What causes stress? Is stress caused by the unfortunate events in our lives, such as death of a loved one, divorce, or sudden unemployment? Is stress caused by the problems we meet in daily living, such as sometimes having more bills than incoming funds? Is stress for teens caused by peer pressure, dating problems, or pressure for high grades? Are stress, depression, anxiety, or other unpleasant emotions "caused" by external events or the behavior of other people?

What "Causes" Emotions?

The Stoic philosopher Epictetus stated, "Men are disturbed not by things, but by the view they take of them." Modern scientific knowledge supports Epictetus in his claims that it is our interpretation of events and the behavior of others that "causes" our emotions. Our brain is always labeling and interpreting the world. For example, you're in bed and you hear a noise downstairs. You think, "Maybe it's a burglar," and you feel scared. The noise did not cause the fear; you would feel fear only if you interpreted the noise as something potentially dangerous. You might think, "Oh, that's the cat" or "I forget to close the window, and that's the wind knocking something over." In this instance, you would not feel fear, but simple annoyance.

What causes our emotions and feelings? First, we become aware of something, then we have thoughts and beliefs about it, and then we feel the way we do because of our thoughts about what we noticed. It is the thoughts about the event or situation that determines our feelings, not the event itself.

If it is our interpretations and thoughts that cause our emotions, we have choices about our feelings and do not need to let even the worst calamity overwhelm us. We can choose our feelings by choosing our thoughts. This doesn't mean that we have to feel happy when something unfortunate occurs but that we can choose to feel less miserable, less unhappy, and more neutral.

To change our self-defeating, negative feelings, we must first look at the thoughts that are causing those feelings. Let's take as an example an eleventh grade female who does not have a date for the prom. If she feels pretty miserable, she's probably thinking something along the lines of "It's terrible to be such a social outcast," and/or "I can't stand it and I'll never be happy again." These thoughts are nonsensical and irrational. To help this youth cope with the unpleasant reality of not having a date for an important occasion, we need to teach her to see the situation more objectively and to think more rational thoughts, such as "I feel bad that I won't be able to go to the prom, but I'm not going to upset myself over it. Maybe I need to try to be more outgoing so that I'll have more dates in the future."

Changes in Outlook

One approach that teaches individuals to see their world more objectively and to think more rationally even in the most unpleasant situations is Rational Behavior Therapy (RBT). Youth trained in RBT learn to challenge the thoughts and beliefs that fill their lives with stress, thoughts such as "It would be awful if my friends didn't like me," "I can't stand being criticized," and "I shouldn't make mistakes, especially social mistakes." Each thought and belief is analyzed according to the following five rules of rational thinking:

- Is it true?
- Does it help me protect my life and health?
- Does it help me reach my long and short term goals?
- Does it help me feel the way I want to feel?
- Does it keep me out of trouble with those important to me?

Young people in the program learn to change an irrational thought, such as "I must conform to my friends because I need to be accepted," to a more rational thought, such as "I'd like my friends to like me, but I won't die it they don't." In RBT, young people learn that they can make themselves feel better without alcohol and drugs by finding the thoughts that caused the bad feelings, seeing if the thoughts make sense, and then changing the nonsensical thoughts to rational thoughts.

Unfortunately, we cannot change much of the unpleasant reality young people may meet on the road to adulthood. We cannot stop parents from divorcing, moving to another town, or from being critical and sometimes unreasonable. We cannot stop other teens from being cruel, thoughtless, and rejecting. Yet we can inoculate our youth with coping strategies so that unpleasant realities are not overwhelming. Rational Behavior Therapy is a tried-and-true coping technique that can help our youth choose more positive, less stressful, less self-defeating, and more rational ways of thinking and feeling.

Linda Nauth works in an adult medium security prison. She co-authored the article, "Teaching Rational Thinking to Prison Inmates: Habilitating a Neglected Skill," which appeared in the August 1988 issue of the *Journal of Correctional Education* and in the September 1988 issue of the *Wisconsin School Psychologist's Newsletter*. Prior to working in corrections, she was a school psychologist in public school systems for eight years.

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Attitudes of Teenagers Toward Personal Leisure

Sandra Haack, Family and Consumer Education Teacher, Riverside Junior High School, Watertown

Leisure and education play prominent roles in an individual's lifestyle. Much has been written about the need for life-long learning and the development of leisure time skills to enhance creativity and advance educational endeavors.

A study of the correlation between the use of leisure time and education was undertaken because of the researcher's concern for the many high school age youth who express indifferent valves towards leisure. Students will brag at length about "being wasted" or partying, indicating that much of their leisure time will be devoted to the so-called "bad" ways to enjoy themselves. These same students talk proudly about their experimental use of alcohol and drugs.

Some students do participate in illegal activities. Many others express general dissatisfaction with being bored or unhappy because of a lack of things to do in their free time. Not surprisingly, many of these students do not have high levels of productivity in school and often times do not complete required homework assignments.

The Study

The study was initiated as an effort to help minimize this indifference and to make people more aware of the need for purposeful use of leisure time. It was conducted during the 1985 fall semester. The subjects of the study were eighth, tenth, and twelfth grade students of the Watertown Unified School District. Of the 599 students surveyed, 298 were males and 301 were females.

The anonymous self-report questionnaire developed for this study sought to determine if a relationship exists between a teenager's age, sex, and job status and how they choose to use their leisure time. The study gathered existing information on what students like to do, reasons for choosing leisure activities, and the positive and negative things learned from leisure participation. The students also listed leisure goals for the future. Attitudes toward leisure satisfaction and knowledge of leisure resourcefulness were also investigated.

The Findings

Findings revealed definite differences in leisure participation between the sexes. Boys enjoyed outdoor activities of hunting and fishing while girls preferred to stay at home, listen to music, and read. All students agreed they had gotten into shape and learned how to relax. Boys indicated they became more skilled.

Negative things learned from leisure participation were difficult for most students to identify, but a common response indicated that leisure can be boring, and a person can get too lazy.

Research revealed significant differences in grade level and attitudes toward leisure satisfaction. Younger students indicated they were not as skilled as older students, and parents had withheld privileges from them over their use of leisure time.

Significant differences in sex and attitudes toward leisure satisfaction were found. Boys indicated they were challenged by their activities, and they had violated the law or gotten into trouble over their use of leisure time. Leisure enabled the girls to be useful to others and to accept differences among people.

There were significant relationships between student employment status and attitudes toward leisure satisfaction. Students not employed but looking for work tended to

be undecided as to whether or not their leisure activities interfered with school work and family life. The most contented students were those not employed and not looking for work.

Differences between grade levels and leisure resourcefulness were found. Younger students did not see money playing a big role in how they used their leisure time. They also indicated they were able to find leisure opportunities in their communities. Older students indicated they had more leisure activities to do than time in which to do them, and they were not discovering leisure activities through their community. Boys, in particular, felt money was important in how they chose to use their leisure time.

Teenagers had no trouble in listing leisure goals for the future. A majority planned on improving athletic and other kinds of skills. Many students wanted to find a job in their free time. Senior students indicated the desire to travel and vacation more. Younger students wanted to meet new people and hoped to join a club or go to camp.

The Implications

Curriculum and education implications can be drawn from this study. Predictions show job changing and periodic unemployment as future trends. More people will be employed in service occupations, not always by choice but by necessity. If lower job satisfaction is a future trend, then leisure time activities may become a vital part of coping with everyday living.

Review of literature suggests an urgency toward implementing leisure education programs into school curriculums. The goal of such programs would be total life development, not only career or job skill development. This implies a "global" approach toward leisure and life education, a combination of "minds on, hands on" skill development. Students should be influenced to look at careers or jobs in relation to their values, goals, and attitudes toward life and leisure.

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Attitudes of Adolescents Toward Family Leisure

Ruth A. Rohlfing, Chair, Home Economics Department, Washington Park High School, Racine

It is rare to find a family that does not experience difficulties when one or more children are adolescents. As teenagers separate from their families and establish their own identities, they are often rebellious, withdrawn, and uncommunicative with their parents. Attempts to include them in family activities are often met with criticism and hostility.

So turbulent are these years that most of the research dealing with adolescents in the family is focused on the problems. Little has been done to identify what families actually do together and how families and individual family members can benefit from shared leisure activities.

However, results of a 1986 study of 437 ninth and twelfth graders in a Racine high school indicated that, overall, adolescents view their families and family leisure as positive forces in their lives.

Family Activities

Adolescents frequently participate in family activities to spend time with relatives and family friends, celebrate special occasions, and enjoy a major getaway. Adolescents also engage in family leisure to pass time, but they do not rank this as an important reason for participating. It appears their first choice in spending leisure time is with peers, and their last choice is isolation. Family seems to be better than nothing.

The activities adolescents frequently enjoy with their families are watching television, eating out, shopping, and taking trips and vacations.

Adolescents are aware that family leisure activities maintain and strengthen family relationships. During family leisure, they feel close to their families, they get to know each other better, and they communicate, although younger males are more interested in gaining skills and knowledge than they are in the relational value gained from spending time together. Even though adolescents prefer personal and peer leisure, they realize family leisure enhances family relationships.

Arguments of one kind or another are a common problem associated with family leisure. Arguments often occur during the decision-making process and focus on the selection of the activity. Arguments between the parents were reported by adolescents from two-parent families.

Leisure Resources

Grade, sex, and race influence the perceptions adolescents have about their families' use of leisure resources. Younger adolescents want their families to change the family activity patterns, and they have long-range leisure plans with their families. Older adolescents have a broader definition of leisure. For example, they consider reminiscing as a rewarding activity. Males feel a specific time is frequently set aside for family leisure.

Black families adjust their resources to a greater degree than do white families to accommodate the changing needs of their adolescent children. Black families encourage their children to suggest activities, to invite a friend, to create entertaining activities when there is nothing to do, and to create new activities as they mature. They also set aside time each week for family leisure. Compared to white adolescents, blacks have a more positive attitude toward family leisure.

As adolescents mature, some changes in attitude toward family leisure are evident. Adolescents have a mildly positive

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attitude toward family leisure and, in most cases, the attitude becomes more positive. Over time, some females become less positive, but even then the attitude is mildly positive.

Adolescents perceive their families' level of morale to be fairly positive. A moderately positive correlation exists between family morale and family leisure attitudes. Adolescents who feel their families function well, are happy with their family life, and are close to their family members also have a positive attitude toward family leisure.

It is wishful thinking to say that dysfunctioning families can solve their problems through leisure activities. Those students who do not feel that their families function well, are very unhappy with their family life, and do not feel close to their family members have a negative attitude toward family leisure. Evidently, their family interactions are so difficult that even the casual interaction of family leisure is painful and undesirable.

Family leisure, then, is a source of integration for family members. It builds and strengthens relationships. The activities selected are generally those that are satisfactory to both sexes and all ages. Although adolescents may frown at the mention of a family activity, they do see value in spending time with family members. Parents can find reassurance in knowing that the negative attitudes become more positive over time. Parents should, however, be encouraged to alter the activities and the parameters of the activities as their children mature.

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Eating for Health

Mary Jo Tuckwell, Registered Dietitian; Master's in Public Health; Nutrition Educator; and Director of Dietary Services, Vernon Memorial Hospital, Viroqua

"Eating right is too much of a hassle."

"I'm too busy to eat regular meals. Besides, what difference does good nutrition make anyway?"

These feelings are frequently expressed by teens when asked about their food choices. As a teenager you are faced with major decisions regarding relationships, education, employment, and lifestyle. By comparison, eating seems to be a minor daily activity. However, the impact of food choice is greater than you may realize. Your outward appearance and inner well-being are directly affected by the combination of foods you eat. The purpose of this article is to present nutrition information on topics of current interest to teens. I encourage you to examine your personal food practices and establish your own nutritional needs.

Weight Control

Is your physical appearance an illusion of nutritional health? Hollywood image makers, emphasizing sleek physical appearance, have created unrealistic and often unhealthy models. In search of self-confidence and peer acceptance, teens commonly express concern about their body image, particularly their weight. Dieting is popular and skipping meals a common practice. In their desire to enhance appearance, teens may resort to diet pills, liquid formulas, and other weight control gimmicks. Are you overly critical of your size and shape? Before you join the ranks of fad dieters and risk your health, consider the following points:

- Your weight goal should be realistic and appropriate for your height and frame size. Refer to standard growth charts on height/weight tables.
- Effective, permanent weight control includes increasing activity as well as restricting calorie intake.
- Behavior modification may be helpful in changing practices which contribute to calorie imbalance.
- A safe weight loss diet is nutritionally adequate and promotes no more than one to two pounds of weight loss per week. Severe caloric restriction is not advised for growing teens. Special diet foods and products are not needed.
- Drugs which depress appetite or cause body fluid loss may have dangerous side effects.
- Medical options for extremely obese individuals should be discussed with a physician.

Eating Disorders

Sometimes a person can become preoccupied with food and weight, leading to the development of an eating disorder. If this obsession includes fear of fatness and self-induced starvation, the disorder is known as anorexia nervosa. The majority of anorectics are female: the disease now affects one in every 200 American females between the ages of 12 and 18.

Researchers believe this refusal to eat is due to an unrealistic perception of body image. Factors identified as causes for the disorder include fear of growing up, poor self-concept, desire to exert control, family interaction problems, and society's emphasis on thinness. Physical and biochemical changes which accompany anorexia nervosa depend on the degree of starvation and weight loss. A skeleton-like appearance develops as muscle and fat tissue are lost. Amenorrhea occurs in females. Blood levels of nutrients may be abnormal. Treatment may include hospitalization to restore nutritional well-being.

Psychological counseling and family therapy are part of the treatment plan.

Bulimia has been identified as a separate disorder and occurs more often than anorexia. A person with this disorder repeatedly has times of uncontrolled eating of large amounts of food. Shortly after eating, the food is purged either by vomiting or by the use of laxatives. Once started, this behavior becomes addictive.

Symptoms of bulimia can occur at any body weight. People who have bulimia tend to have problems with impulse control, depression, and anxiety. Emotional stress often brings on binge eating. Frequent vomiting can result in dental problems and abnormal blood levels of minerals. Laxative abuse may damage the colon. Overuse of diuretics may produce dehydration and abnormal blood levels of minerals which effect the heart.

Sports Nutrition

To achieve a competitive edge, many athletes search for the winning dietary combination. Athletes engaged in prolonged physical activity have a greater need for calories than other teens. The type and length of competition and level of fitness influences energy needs. Carbohydrates are the most efficient fuel for endurance sports such as marathon running or bicycle racing. The benefit of consuming extra protein, particularly in pill or liquid form, has not been proven.

For many athletes, adequate water is the most critical dietary factor for success. A loss of body water without fluid replacement results in dehydration. Even minor dehydration impairs body functioning. Thirst is not an adequate signal of the amount of fluid to drink to replace losses. Fluids should be consumed before, during, and after exercise to avoid dehydration. Fruit juice and skim milk are good choices for pre-event drinks. Plain water may be the wisest drink during intense competition. Drinks with large amounts of sugar and minerals may cause stomach upset, diarrhea, and added water loss. Commercial sport drinks containing salt and sugar are more slowly absorbed by the body.

To date, controlled studies have shown no measurable improvement in performance after extra vitamin intake. In fact, excess vitamin/mineral intake may be toxic. Foods such as wheat germ, lecithin, and bee pollen have been promoted as having an ergogenic, or performance-enhancing, effect. Under controlled studies, none of these foods has been shown to improve performance. There are no magical nutrition secrets to increasing your athletic performance. Healthy eating is all you need for the competitive edge.

These are but a few nutrition topics which may be of interest to you. Selecting a healthful diet is a lifelong challenge. Become an informed nutrition consumer.

Mary Jo Tuckwell is the author of *Food Choices: Eating for Health*. Cincinnati: South-Western Publishing Co., 1988. See *Resources* for additional information.

Dads Teaching Sexuality to Teens

Dale Olen, Ph.D., Life Skills Center, Milwaukee

Teens ask a myriad of questions about sex—if they get the chance. Although they have heard and seen a lot, they still have not put it all together. They have facts, but their emotions and bodily responses offer a confusing smorgasbord of new experiences. Getting their thoughts, feelings, and experiences into harmony becomes, in part, the task of parents.

Fathers need to play a significant role in helping their teens integrate sexual energies into their developing lives. Up to this generation of parents, moms have perhaps played more prominent roles in the raising of children. Thus, moms have probably had more impact than dads on their children's sexual beliefs and behaviors. Now fathers are becoming increasingly involved in the daily events of family life and the personal lives of their children. Fathers are now in a position to have an impact on their teenagers' views of sexuality.

What Can Fathers Do?

First of all, they can do what they are already doing quite well—they can be *present*. By being present to all members of the family, dads broaden the concept of sexuality and place it in the context of relationships. Personal presence lays the groundwork upon which sexuality makes sense. Furthermore, presence establishes trust in a relationship. If children are to talk with their fathers about anything personal (which sex certainly is), they must have a sense of their father and confidence that what they say will be understood and appreciated. To talk about sex with anyone, trust is a necessary requirement. Look how difficult it is for committed and trusting husbands and wives to discuss sex. Even more so will teens need to trust their dads if sex is to be discussed.

Second, fathers can *model* healthy sex for their children. In two-parent families, fathers can do much to demonstrate to their children that sex must be understood and exercised in the context of a committed, loving relationship. Of course, they do not demonstrate healthy sex by acting sexual with their wives in front of their children. But they can express affection and respect for their wives publicly.

Respect is Vital

The issue of respect is vital. If a father sees his wife as a person rather than as an object whose function in life is to satisfy his desires, then he communicates to his children the value of a person. Showing love for his wife the way *she* can receive it reveals a man who places his wife's needs ahead of his own desires. Teenagers will tend to recognize such regard and incorporate that value, at least at an unconscious level.

Third, fathers need to initiate discussions about sexuality. Because parents and children tend to find this topic somewhat uncomfortable to explore together, both will attempt to wait for the other to bring it up. Even if dad raises the issue, many teens indicate an unwillingness to get into it. Do not be discouraged by that resistance. Raise a few points and suggest you will return to this at another time. Even if teens say they "know it all," the evidence reveals this is not true. In fact, teens have a lot of questions because they have a lot of feelings they do not know what to do with. So be patient. Return to the subject with some regularity. Make the discussions short. Do not lecture. Teens tune out once the lecturing begins.

Furthermore, dads need to talk with their teenage daughters as well as with their sons. It is no longer "fair" for dads to leave the sex talk with daughters to mom. Girls

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need to understand their own sexuality and that of men from a man's point of view. They need to break their cultural stereotypes of men as uncaring and "only interested in sex." On the other hand, they need to know of their dad's love and respect for them as young women who are valuable as persons, and not just as "bodies."

Fourth, dads need to know *what* to talk about with their teens. Research done over the past 15 years indicates certain specific topics teenagers want to know about and do not fully understand. It is important to talk with teens about these topics, as well as aspects you consider important. However, if you talk only about what you think they should hear, you may well lose their interest.

Teens Want to Know

Some of the areas teens are more curious about today and have the least understanding of include homosexuality, penis size, masturbation, and female orgasm. They want to know what is involved in sexual desire, and they seek clarity on how to tell if they are really in love. In one study, the question most asked by teenage girls had to do with why boys only seem interested in girls for sex. Along with responding to these types of questions, dads should certainly share with their teens the values they hold regarding sexual conduct. Know that you cannot force your children to accept your values, but they should be shared. Those value statements register with children even if the children do not show it.

Single fathers can follow all of the above suggestions except modeling love for their wives. Single fathers, however, can still model respect for women by the comments they make and the attitudes they show toward all women.

Fathers offer a special view of sex to their teens. That view, mixed with mother's view, offers teenagers a more complete perspective on a critical issue in their lives. What they learn as teens they will most likely live out as adults.

Planning for High School and Beyond

Gary Bersell, Director of Special Services, School District of Janesville

As students move from middle school/junior high into high school, planning for the future becomes an important and necessary part of education.

More course options are available than in the lower grades, and course selection in high school will have an impact on the student's future. Students, parents, and school personnel all need to be involved in the planning process.

Goals of the Plan

An effective planning program has several goals and elements. The Four-Year Plan in the School District of Janesville is illustrative of such a plan. Initiated in 1985, the plan is designed to

- provide each student with a personal four-year educational and vocational plan;
- make the course selection process more meaningful and realistic;
- provide an opportunity for parent involvement in their child's future educational planning; and
- get the student involved in working with occupational and educational information.

The Four-Year Plan begins in eighth grade. All students are asked to list their career interests (occupational goals) and educational goals (for post-secondary training) as they enter eighth, ninth, tenth, and eleventh grades.

The High School Course Plan lists all required course work. Students and parents have to do some long-range planning to be prepared for the math and science course sequence or the vocational sequences which lead to a co-op experience. Parents are provided a Four-Year Planning Guide to keep at home and review each year at course selection time. Parents are asked to help their children plan their programs.

Students and parents also receive help with planning through the use of a videotape that explains the plan. The tape is shown each year on the cable television system in Janesville. Immediately after the tape is shown, school counselors are available to answer questions phoned in by parents. The district also arranges special showings of the video for families that do not subscribe to cable television.

The Four-Year Plan is not a "one-shot" deal. Students receive many hours of advisory time on topics such as preparation for college, vocational-technical programs, and employment. Admission requirements for the University of Wisconsin system and the technical college system are discussed with the student, and information is sent home to parents.

Career Information

The Wisconsin Career Information System (WCIS) is an important part of the plan. WCIS assists students in career exploration and career planning. It includes occupational information on 700 titles nationally and 450 titles in Wisconsin; educational information on more than 750 colleges and vocational programs nationwide; detailed information on colleges, universities, and vocational training in Wisconsin; and information on high technology careers.

Each student is required to choose at least one occupation to explore on WCIS. The student records occupational information and education requirements for the chosen occupation, and this information becomes part of the student's plan.

Other information is collected and filed in the student's plan folder. All eighth-grade students take the Career Occupational Pre-

ference System, take it again in tenth grade, and use the two results to compare changes in interest areas. In addition, eleventh graders take the Career Ability Placement Survey and twelfth graders take the Career Orientation Placement and Evaluation Survey. All of these are designed to help students discover strengths and interests they can use in making plans for the future.

Each school year prior to course selection time in December and January, students and parents review the Four-Year Plan. This review helps with planning and gets parents more involved than previously.

Whether the student is pursuing post-secondary education or training or is going directly into the work force, the Four-Year Plan provides a road map for the planning process.

Bridging the Gaps with Peer Helpers

James B. Rowe, Director of Guidance, Logan High School, La Crosse

These are troubled times for many teenagers. Pressure from society and peers, lack of communication between parents and teens, and academic failure all contribute to teenage stress and depression. Those of us who work with youth need to be sensitive to teenage stress, and new programs must be created to deal with the problems.

For those reasons, in the fall of 1986 a group of school and community professionals met to discuss the development and implementation of a peer helper program at Logan Senior High School in La Crosse. This group, which became the peer helper advisory committee, consisted of pupil services staff, students, a parent, and several community professionals. The next few months were spent drawing up guidelines for a program, putting together a training package, and starting the selection process for team members.

Pilot Program

In 1987, the district piloted a peer helper program at Logan called S.W.A.T., an acronym for Students Working All Together. The program was part of an ongoing effort to address the needs of troubled students and also was part of the district's K-12 Student Assistance Program. Logan's S.W.A.T. was patterned after a similar program in Plano, Texas.

S.W.A.T. is a mechanism in the school to offer support and referral services to troubled youth through the use of trained peer helpers. It is a peer helper/suicide prevention team-approach model. The emphasis is on contacts with students and quick referrals to professionals. The idea is for peer helpers to listen, reflect, communicate, and refer. We do not want students handling professional assistance matters.

About 20 students make up the core of the S.W.A.T. team. The team includes males and females with a variety of interests and backgrounds from all grades. The one thing they have in common is that they want to help other students. Team members go through a selection and training program before they become peer helpers.

The team's two faculty advisors provide guidance and leadership for the group and direct regular after-school meetings with the team. The advisors also assist in "fine tuning" the program as the need arises, maintain all paperwork, and handle organizational management.

Perspectives on Peer Helping

Peer helping isn't therapy or a "big brother" program or a substitute for adequate pupil service staff. Peer helpers are not trained to deal with dangerous, explosive, or calamitous situations. Referrals to peer helpers do not replace referrals to community professionals. Peer helping is not magic or a panacea for troubled teens. It is not intended to be *the* helping response required to meet the needs of troubled youth.

What, then, is peer helping? Its process and philosophy have roots in an age-old custom—friends helping friends. And, while formalized programming and training is a relatively recent development, such peer helper programs have been used and have proven effective in a variety of settings addressing a variety of issues, such as farm stress, family violence, parenting, elderly issues, grief, and health problems.

Peer helping is

- a supportive program reaching that segment of the population unlikely to use traditional helping resources.
- a process by which trained and supervised students offer listening, support, and altern-

atives (but little or no advice) to students who refer themselves or agree to a referral.

- the organization and use of students and their abilities to help others become more successful in school.
- nondirective, noncompulsory, and nonjudgmental.
- the ability to interact in a meaningful and responsive way with another human being.
- a complement of or supplement to existing guidance services.

Critical Variables

There appear to be several critical variables in developing a successful peer helper program. These include the level of administrative support, the selection of an advisor, the cooperation of the pupil services staff, and the quality of the training.

Administrative support is critical for program promotion, release time for staff and students, and access to resources. The level of administrative support is probably the key determinant of a successful program. At Logan, the extent to which this pilot program is successful reflects strong, ongoing support and encouragement from the principal and from the entire Logan staff.

An enthusiastic, skilled, and respected staff member with adequate release time is another important variable. He or she is charged with building trust, cohesiveness, and skills among team members and convincing staff that the program is worthwhile.

A third factor is the level of support and interest from pupil services staff. Counselors need to be involved, to make referrals, and, ideally, to see S.W.A.T. as another resource for troubled kids.

Because of the program's sensitive and serious nature, high-quality training is a vital component. Well-trained students will have the opportunity to assist their troubled peers. Poorly trained students would, at best, be ineffective. The issue of confidentiality must be addressed during training and stressed at the team meetings. If trust is broken, the program can suffer irreparable damage.

A peer helper program such as S.W.A.T. should be, and is, another element in the whole range of programs for helping teenagers cope with various stresses and problems.

Friends Helping Friends Program—Teenagers Make a Difference

Trisha Day, Youth Development Specialist, University of Wisconsin-Extension Cooperative Extension Programs

Anyone who spends much time around adolescents knows that peers play an increasingly important role as sources of information, support, and influence. The impact youth have on one another is often viewed as a negative force leading to experimentation and involvement in harmful behavior.

That need not always be the case. Peer pressure can be directed so youth can act as positive role models and informed sources of information and support for one another.

Strong Peer Influence

Teachers, counselors, and parents have observed that, instead of turning to professional sources, youth often look to each other for advice, frequently copying one another's values and behaviors. Since peer influence is so strong, educating youth to be positive peer leaders and models could help other youth. The peer education model is the basis for a new program being developed and piloted by the University of Wisconsin-Extension Cooperative Extension Service, Department of 4-H and Youth Development. The program, known as "Friends Helping Friends," was designed by faculty members of the UW-Extension and staff members from the Prevention and Intervention Center for Alcohol and Other Drug Abuse (PICADA), Madison.

"Friends Helping Friends" does not duplicate the kind of information youth are already receiving through their high school health curriculum. Instead, the focus of this program is to provide high school students with information and resources they can use to help younger youth in their communities make sense of day-to-day challenges and choices.

Peer educators in the program complete a training program, usually in a retreat setting, which encourages them to clarify their own values and perceptions about a variety of issues and problems often encountered during the high school years. A large part of the training program helps youth learn different teaching activities and strategies they will be able to use when working with younger children. The activities deal with self-esteem, communication skills, decision-making techniques, friendship, and peer pressure.

Because "Friends Helping Friends" is an educational program, the emphasis is on helping high school students develop skills for presenting information, involving children in learning activities, and leading discussions.

Participants also receive help in making plans for implementing the program in their communities. They are encouraged to look for opportunities to make presentations to elementary and middle school children in classrooms, church groups, clubs, and other organizations or to participate in other existing community peer education and support programs that may be offered in their local high schools.

Positive Feedback

The program is still in its pilot phase. Preliminary results, however, indicate the program is having a positive effect on young people. "Friends Helping Friends" peer educators have been active in 23 counties where more than 1,500 presentations have been made to elementary and middle school youngsters in a variety of settings. Feedback suggests that, while the presentations have been enthusiastically received by youngsters in classrooms, 4-H clubs, and at community events such as health fairs and

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wellness days, the program's real value lies in the opportunities it provides for the teenage peer educators themselves.

The basis of "Friends Helping Friends" is that youth play a major role in planning, designing, and teaching the presentations for younger children. With the support of an adult advisor, the program's peer educators are deeply involved in a variety of decisions, including identifying potential audiences, designing lesson plans, and choosing appropriate teaching activities.

Because the program requires a firm commitment on the part of youth who are involved, it provides an opportunity for them to develop a sense of accountability. Youth learn that there are many other people—teammates, adult advisors, teachers and other school personnel, younger children, and others—who are depending on them to follow through with the plans they make.

Risk and Success

Another aspect of "Friends Helping Friends" that is worth noting in view of adolescent developmental needs is the fact that there is definitely an element of risk involved. It's challenging for a teenager to be in charge of teaching and leading discussions with a group of younger children.

By providing a chance for teenagers to try out their skills and abilities without endangering themselves, the program provides a constructive opportunity to take risks—and to succeed. Teenagers need opportunities to develop confidence in themselves and to feel they are playing a significant role in something important and worthwhile.

The program also provides an opportunity for youth to identify with and be a part of a group they perceive as having meaning and purpose. Further, the program gives young people a chance to clarify and share their own beliefs, values, and concerns.

Finally, the "Friends Helping Friends" program is an opportunity for youth to gain respect from peers, teachers, and younger youth in the community. Most importantly, it is a way for them to affirm their own value system and develop confidence in their ability to act upon those values.

References

Houghton, J. and A. Lemons. *Peer Helper Training Manual*. Madison, WI: The Wisconsin Clearinghouse, 1985.

Vassols, S.T. "The Utilization of Peer Influence." *The School Counselor* 18.3 (1971), pp. 209-214.

Should Your Teenager Work?

At first look, the issue of working teenagers doesn't seem to be too complicated. Perhaps that is because the kids want to work, and many adults think work is good for kids.

Ellen Greenberger and Laurence Steinberg report in their book, ***When Teenagers Work***, that adults support the idea of teenage employment, in part because they believe it teaches kids about the "real" world, kids learn responsibility, kids can help the family financially, and kids can buy things they want.

Do Teens Benefit?

But do teenagers really get all of these benefits from work? According to Greenberger and Steinberg, for most kids the answer is "no." Why?

A five-year study they conducted on teen employment showed that

- most jobs held by teens today do not lead to adult employment, as factory, farm, and skilled-trades jobs did in the past.
- most teens spend work time with other teens, rather than with adults who could teach them something about the "real" world.
- most jobs require few skills, so teens get little valuable training.
- only one in five teens actually contributes to the family finances.
- more than 80 percent of teens save little or no money, spending it on clothes, cars, hobbies, or movies.

What About Grades?

Greenberger and Steinberg found that working can have a negative effect not only on grades but also on the school experience in general. (They recommend teens work less than 10 hours per week.) In addition to lower course grades, they found that nearly half of working eleventh and twelfth graders balanced job and school by taking only the minimum number of courses required. Forty-one percent of working students said taking easier courses was a strategy of some importance in balancing work and school. About 60 percent reported that working interfered with completing required reading and writing assignments, and more than 50 percent said working interfered with staying alert in class.

In a recent unrelated study released by George Washington University, researchers found that working more than 20 hours per week interferes with grades. Of 446 college-bound students surveyed, the 58 percent who worked more than 20 hours per week had a B average while students who worked less than 20 hours had a B-plus average.

Other Concerns

There are other concerns about working teenagers. Greenberger and Steinberg found evidence that the extra cash and the stress of juggling school and work leads to increased use of alcohol and marijuana, but found little evidence that working keeps kids out of trouble.

Their research also showed that teens who spend frivolously and have monotonous jobs develop cynical attitudes about the value of productive work. Furthermore, for most teens the point of work is to make money, so they do what they have to do to get that money and nothing more.

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Greenberger and Steinberg do point that there are some positive benefits of work. For example, some working teens develop improved social skills and work habits. Children who work for family businesses, including farming, may derive more benefit from their work than do other teens. Teens in family businesses are often given responsibility. They are helping their families, not just themselves, and they are less likely to develop cynical attitudes about working and spending.

What Can Parents Do?

In their book, Greenberger and Steinberg suggest that parents consider the educational, social, and financial benefits of a particular job when discussing the issue with their teenagers.

If working is likely to benefit youngsters, they say, then the work should provide some skill or knowledge that will be valuable in adult life, and it should bring them into contact with adults who care about preparing them for adulthood. The money earned should be used to fill family financial needs now or saved for the youngsters' future needs.

According to Donna Doll-Yogerst, Oconto County Extension Home Economist, parents can play an important role in helping teenagers make decisions about working. Discussions help youngsters learn about parents' values and develop decision-making skills. Even after discussing the issues with their youngsters, parents may have to make decisions about work. Simply telling teenagers what to do without discussion or leaving the decision entirely up to them does not help them learn how to make decisions.

Doll-Yogerst also suggests that class discussion about job experiences can help students, and that school counselors can help both parents and teens make decisions about work, which are not simple decisions to make.

Resources

Doll-Yogerst, Donna. *But...All the Other Kids Can*. Oconto: Oconto County Extension Office, 1988.

Greenberger, Ellen, and Laurence Steinberg. *When Teenagers Work*. New York: Basic Books, 1986.

Adolescents and Homework—Some Tips for Parents From Parents

Now that your child is in middle school/junior high or high school, you and your child will find that homework isn't what it used to be.

What's Different?

- Students in these grades will have more homework than they did in elementary school.
- They will have assignments from several teachers and will have to figure out how to get it all done on time.
- The nature of homework is different. Reading, writing, and problem-solving assignments are longer and more complex.
- Homework has more bearing on course grades than it did at the elementary level.
- Homework is serious business, and its timely completion is important to success in school.

How Can Parents Help?

Parents employed at the Department of Public Instruction provided these tips and ideas.

Information from School. Most districts send home information about homework or a copy of the district's homework policy. (This information may be included in a student handbook.) Go over this information with your child so everyone understands what is expected from the school. Call the school office if you don't receive this information.

Why Your Child Has Homework

Adapted from the School Board Policy—Administrative Rules of the School District of Green Bay

There are many reasons why a student may have homework but chief among them are likely to be the following:

- to further develop skills and abilities that can be aided at home through practice and drill;
- reinforcement of lessons and concepts introduced in the classroom;
- completion of an assignment;
- completion of work missed due to absence; or
- work on a project of special interest to the student.

Communicate with Teachers. Whenever your child begins a new class, ask the teacher to let you know when homework is not getting done. If your child claims to have no homework for more than a few days in a row, if you notice that assignments aren't getting done, if grades are suffering, or you have concerns about the amount of homework (too much or too little), call the teachers.

Assignment Books. Make or buy an assignment notebook and have your child set aside space for each class. Have your child write down all assignments and due dates. If your child is having

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trouble getting homework done, don't hesitate to ask each teacher to set up an assignment check system. The child writes down the assignment, the teacher checks that it is the correct assignment, you sign that it was completed, and the teacher signs that it was turned in. It's one way of keeping a handle on homework.

Keep a Calendar. Sometimes teachers hand out lists of major assignments and test dates for the semester or year. Put the assignment due dates on a calendar and periodically check with your child on what work has been done on the project. Stay on top of the major assignments. Put the test dates on the calendar, too.

Help, But Don't Do. Be available to answer questions during homework time. Help, but don't *give* your child answers. If your child gets stuck, suggest rereading the assignment, the textbook, class notes, or other materials. Oftentimes, students get stuck not because they don't understand the material but because they don't understand the assignment. Encourage your child to check with the teacher before leaving class if there is any doubt about the assignment.

Homework Hotline. Information available on a hotline can range from a simple listing of assignments to help with specific assignments. Call your school principal or the district office to find out if there is a "homework hotline" in your school district.

Read Along. When your child is assigned to read a book, get yourself a copy and read it. This will give you something to talk about, and you may be able to help with questions that come up on assignments.

House Chores. Be flexible. If your child is in sports or extra-curricular activities, you might have to lighten the house chores on some days so homework can be completed.

Work Routine. If your child's grades are not what they should be, set aside at least one hour each evening (before any play or TV viewing) for studying, working on school-related projects, or reading. It may be one way to help your child establish a work routine.

The Last Resort. If you've tried everything and your child simply refuses to do homework, tell your child that he or she is responsible for the consequences and that you will make no excuses for her or him.

Getting Down to Work

Sort it Out. For the first several weeks of each year or semester, you and your child might go over the assignments and work out a study plan for the night. For example, if there are many reading assignments and one writing assignment, your child may want to tackle some of the reading, move on to the writing, then back to the reading. Tougher assignments should be handled before easier ones, when energy levels are high. Eventually, adolescents should be able to organize their work by themselves.

The Right Place. The experts say homework should be done in a quiet place, away from the television, stereo, telephone, and other distractions. Many adolescents, however, prefer having people around or the TV or stereo on when they are doing their homework. Some kids are distracted by people, TV, or music, some aren't.

If your child studies better when people are around but is distracted by TV or music, consider an alternative: family quiet time (no TV, no stereo). Adults can read, do bills, or take care of paperwork while the children do homework. Kids who don't have homework can read or draw or do puzzles.

If your child is easily distracted, find a quiet and fairly isolated place for studying. Don't allow any TV, music, or other electronic distractions and ask other family members to keep out of the room or area.

The Right Time. Set aside a slot in the daily schedule rather than a definite clock time. Kids get home from school at different times on different days, dinner may be at different times from night to night, and there may be special events or activities. Allow some flexibility, because there may be nights when there is no homework and nights when there is a lot. Right after school may not be the best time for doing homework. Most kids need a break between school and homework. Some kids may prefer to do their homework in the morning, but discuss with your child the possibility that he or she may oversleep or that assignments may take longer than planned.

Take a Break. Short breaks help concentration over the long run. Suggest breaks between assignments or tasks or if concentration lags after about 20 or 30 minutes. Walking around, getting a drink of water, or eating an apple can be refreshing, and your adolescent will be ready for the next task.

Tips for Teachers

Helping Families Help With Homework

- At the beginning of the school year or semester, send home a list of all major assignments (books to be read, papers to be written, special projects to be completed) and the due dates. Suggest that these assignments be put on the calendar and that adults at home periodically check progress. This is one way adults can help children avoid last-minute panic to complete the assignment.

- At the beginning of the year or semester, send home a note about your philosophy of homework; generally what kinds of assignments will be made and for what purpose; and what influence, if any, homework will have on grades.

- Help students develop assignment notebooks with space for assignment, due date, teacher comments, and parent comments. Send home a note about these notebooks and seek cooperation from home in using them. This is a means of daily communication with home.

- Be sure students understand the assignments before they leave class.

- Make homework assignments meaningful and give students feedback on the assignments. Students will soon lose interest in assignments that are simply busy work or that are never checked. If assignments are worth doing, they are worth feedback.

- Homework assignments should be based on materials that are readily available to students.

- Assignments should not require teaching by the adults in the home.

- If homework assignments are not being completed, call the child's home. A phone call may solve the problem, but if not, arrange a meeting with student and parent.

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Classroom Ideas

Life, Living, and Learning in the Teen Years

Joan Mittelstaedt, English Instructor, Menasha High School

Brainstorming Success. Help students list 20-25 of their own accomplishments. Remind them of everyday successes that so often go unnoticed, as well as of major accomplishments. Taking a minute to write down these successes (small or large) makes students more aware of their successes and is a great lead into a mini goal-setting session for future successes. This brainstorming works particularly well when the teacher participates and all are willing to share their successes.

International Teens. Invite AFS and Rotary exchange students to speak on various aspects of teen life in their own countries and their observations of teen life in the United States. These observations are of special interest to students and serve as a "springboard" into cultural self-exploration.

Teen Conflicts. Have students list and discuss not only what their parents, an important adult, and their friends expect of them, but also what they expect of themselves. Students then can see possible sources of conflict and disappointment. By writing down these various expectations and discussing them, students can better visualize the results of their decisions.

Panel Discussions. Exploring critical issues of teen suicide, dealing with problems in a positive way, teen pregnancy, planning for the future, and drug use through panel discussions throughout the year helps students to better understand different points of view and crystallizes their own thinking for future decision making.

Self-portrait Collage. Students enjoy the opportunity to make a collage depicting who they are. Students can use photographs, magazine pictures, and hand-drawn illustrations to portray themselves and their lives with others. An added variation to this project is to ask students to make a collage of the person whom they wish to become and the roles they hope to play in their future.

"The Way We Were" Booklet. Students bring a photograph of themselves involved in activities with family or friends and write a story based on the activity or experience depicted in the photograph. Students can tell the story through their own eyes or perhaps through the eyes of a parent or brother or sister. Students type up their stories and make a booklet entitled "The Way We Were."

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Using the packet materials in the classroom

- Use "Visually Impaired, Deaf Teens Share Views" as the basis of discussion on being sensitive to other people. If possible, invite a visually handicapped or deaf person to visit class to talk with

students. Signing is a beautiful language, as the writers of the article point out. Perhaps someone in the district who signs could demonstrate this language to students.

- "My Experience in Foster Care" and the two articles on teenage leisure could serve as the basis for discussions on different types of family experiences.

- Students can add their own ideas to "How to Talk So We Want to Listen." Then assign students to ask parents or people who work with adults what they think teenagers can do to improve teen-adult communication. The results may surprise the teenagers.

Public Relations Ideas

Life, Living, and Learning in the Teen Years

Get teenagers involved in your public relations program, and the school, community, families, and students will all benefit.

Teenagers want to have meaningful experiences and to assume increasing responsibilities, yet they often are overlooked as a resource and thought of as immature, irresponsible, and uncooperative. Given leadership and opportunity, however, they are capable of contributing a great deal to the school and the community. And they will.

Teenage involvement in school and community activities helps develop support for the schools; helps build positive attitudes toward teenagers; and teaches teenagers useful social, academic, and intellectual skills.

Here are some ways teenagers can contribute to the school and community. Other ideas are included in the monthly *Public Relations Tips* elsewhere in this packet.

Radio and Television Programs. Possibilities range from reporting school news over the school public address system to participating in a weekly or monthly talk show at a local radio station to producing a full-fledged television show on a local station or cable system.

Obviously, the students will have to have some training in media techniques and, depending on the level of involvement, some training in the use of equipment. If your school does not have broadcasting courses, consider the possibility of setting up a cooperative program with a media outlet or sending several students to a workshop sponsored by a college or university.

Advisory Committees. If students truly believe adults are interested in what they have to say, they will usually provide thoughtful input. Student membership on school advisory committees will provide a different point of view not often expressed.

Community Service Volunteers. Contact hospitals, nursing homes, day care centers, and service groups about the possibility of setting up volunteer programs for teenagers. Intergenerational programs are especially valuable for teenagers, because it gives them a chance to be involved with people other than their peers.

Student Speakers. Many community organizations would welcome student speakers who can discuss special programs and activities at school. Students would be coached, much as they are in forensics, to make these presentations. Speeches could be enhanced with slide or video accompaniment. These student speakers could be an excellent school-community link.

Mini-class Teachers. Many teenagers have talents, interests, and skills that don't often show up at school, because they don't necessarily fit into the curriculum. Give kids a chance to demonstrate their skills at a community-wide "mini-class" day once or twice a year. Recruit students, and adults, as teachers. Invite everyone in the community to participate. Students get a chance to show their stuff, you get people into the schools, and everyone learns something.

Survey students and members of the community several months in advance to determine (a) what classes they might want to teach, and (b) what classes they might be interested in taking. Students might have to be convinced that they do have an interest or talent worth sharing, and they may have to have some coaching on organizing their mini-class.

Quotations

Life, Living, and Learning in the Teen Years

These quotations may be used in speeches and articles, as clip art, or as newsletter fillers.

Nurture your mind with great thoughts.

—Benjamin Disraeli

We need to tell parents what they can do to help their kids at home so kids will be able to respond in the classroom.

—Herbert J. Grover

Character is what you know you are, not what others think you are.

—Marva Collins

There is a kind of victory in good work, no matter how humble.

—Jack Kemp

Everyone believes in their youth that the world really began with them and that all merely exists for their sake.

—Goethe

Adolescents tend to be passionate people, and passion is no less real because it is directed toward a hot-rod, a commercialized popular singer, or the leader of a black-jacketed gang.

—Edgar Z. Friedenberg

School supervised work experience is an excellent way for our youth to learn about the world of work.

—Herbert J. Grover

We cannot always build the future for our youth, but we can build our youth for the future.

—Franklin D. Roosevelt

The right way to begin is to pay attention to the young and make them just as good as possible.

—Socrates

Every generation enjoys the use of a vast hoard bequeathed to it by antiquity, and transmits that hoard, augmented by fresh acquisitions, to future ages.

—Thomas Macaulay

The youth of a nation are the trustees of posterity.

—Benjamin Disraeli

Money is sullen/And wisdom is sly./But youth is the pollen/That blows through the sky/And does not ask why.

—Stephen Vincent Benet

All young people want to kick up their heels and defy convention: most of them would prefer to do it at a not too heavy cost.

—Elmer Davis

In early youth, as we contemplate our coming life, we are like children in a theatre before the curtain is raised, sitting there in high spirits and eagerly waiting for the play to begin.

—Schopenhauer

Resources

Publications

Need a Lift? Indianapolis: The American Legion, 1988.

This annual directory includes information on educational opportunities, careers, education loans, scholarships, and employment, as well as listings of additional sources of information. It is designed for use by *all* students, not just children of veterans or members of the American Legion.

For ordering information, contact your local American Legion post or write The American Legion National Emblem Sales, P.O. Box 1050, Indianapolis, IN 46206.

Nutrition in Teenage Pregnancy: A Curriculum Guide. Madison: Wisconsin Department of Public Instruction, 1983.

This package of 18 nutrition lessons was developed for pregnant teenagers and teenage parents, but many lessons are suitable for nonpregnant teenagers. It includes appendices and resource lists.

The guide is available from Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841. Quantities are limited. Please call Publication Sales at (608) 266-2188 before ordering.

Olen, Dale R. *Teaching Life Skills to Children*. Ramsey, NJ: Paulist Press, 1984.

This book helps parents and teachers formulate specific skills they wish to teach children. It focuses on personal growth and interpersonal skills.

_____. *Whispers of the Heart*. San Jose, CA: Resource Publications, 1987.

This book for adults deals with human emotions and is useful for people who are working on developing more positive self-esteem.

Tuckwell, M. *Food Choices: Eating for Health*. Cincinnati: South-Western Publishing Co., 1988.

This high school nutrition textbook is designed for use in home economics and health classes. The three main sections cover the science of nutrition; current nutrition issues, such as weight control, wellness, and sports nutrition; and application of nutrition knowledge to food choices in family and global settings.

Rich, Dorothy. *MegaSkills: How Families Can Help Children Succeed in School and Beyond*. Boston: Houghton Mifflin Company, 1988.

This book gives families the specific, practical help they need for their children to develop vital qualities for living and learning, what Rich calls the MegaSkills: caring, common sense, confidence, effort, initiative, motivation, perseverance, problem solving, responsibility, and team work.

(Note: MegaSkills curriculum is a registered trademark of Dorothy Rich.)

Behavior Management: Guide for Parents of Children with Dual Sensory Impairments. Madison: Wisconsin Department of Public Instruction, 1988.

This guide is for parents of and persons who work with children with multiple sensory impairments. It describes several effective methods for reducing unacceptable behaviors and replacing them with acceptable ones. It is available from the Bureau for Exceptional Children, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841, (608) 266-3522.

Materials

The National American Legion sponsors a Children and Youth Program in which local Legion posts may participate. Three areas of national concern are covered for a three-year

period on a rotating basis (one area is dropped and one new area added each year). The areas of concern for 1988-89 are teenage suicide prevention, missing children, and child abuse. Local posts are free to work on any programs they want to. Contact your local Legion post to see what programs they are sponsoring.

Also available from the American Legion is "A Guide for Parents and Students," a brochure on planning for the future. Contact your local Legion post for information on obtaining copies.

The Center of Education for the Young Adolescent at the University of Wisconsin-Platteville has brochures and other materials available, including "What are Adolescents . . ." and "Peer Pressure: Come on, Everyone's Doing It." For information on ordering brochures, other available materials, the annual summer workshop on the young adolescent, and other activities, contact The Center of Education for the Young Adolescent, 128 Doudna Hall, University of Wisconsin-Platteville, 1 University Plaza, Platteville, WI 53818-3099, (608) 342-1276.

The National Commission for Cooperative Education provides counselors, students, and teachers with information about post-secondary cooperative education programs. Write for "Cooperative Education," which describes the benefits of co-op programs, and the "Co-op Education Undergraduate Program Directory," which lists the name, address, and co-op curricula of more than 1,000 institutions of higher learning. National Commission for Cooperative Education, 360 Huntington Avenue, Boston, MA 02115.

The Wisconsin Clearinghouse for Alcohol and Drug Information is an official state information and materials clearinghouse. It has available publications, posters, and tapes on alcohol and other drugs, mental health, youth development, related women's issues, and health promotion. For a catalog of available materials, contact the Wisconsin Clearinghouse, 1954 East Washington Avenue, Madison, WI 53704, (608) 263-2797.

Teen Issues

Reference to 1987-88
Year of the Family in Education Packets

This listing of articles and tip sheets about adolescents included in the 1987-88 Year of the Family in Education packets is included for easy cross-reference. Contact your local Families in Education coordinator or district administrator to obtain materials from last year's packets. Individual packets and complete sets of packets may also be purchased from DPI Publication Sales at the DPI address. Individual articles are not available from the DPI.

Check the *Resources* section in each packet.

"Who Says Our Home is Broken?" September 1987. This reprint from the National School Public Relations Association highlights some of the sensitive areas for families that have experienced or are experiencing divorce.

"Families are Important to Student Athletes," January 1988. Includes advice to parents about helping student athletes seek a balance between sports and other activities, monitor weight, and avoid health risks.

"Classroom Activities—Family Health and Fitness," January 1988. Ideas for health and fitness activities both in and out of the classroom.

"Children Can Learn to be Wise Consumers," February 1988. Includes information on making choices about what to do with money and tips for teenagers on saving money.

"Business Programs," February 1988. Highlights two programs about business: Business World and Education for Employment.

"Classroom Activities—The Family at Work," February 1988. Teachers will find useful ideas for incorporating concepts of "work" into their classrooms.

"Students Promote Involvement," March 1988. Four Wisconsin teenagers write about the benefits of getting involved in school and community activities.

"Family Times: Family Meetings," March 1988. Family meetings can help with communication and a sense of belonging. Here are some tips on conducting family meetings.

"Family Times: The Solutions Search," March 1988. A technique for solving family conflict is outlined.

"Communication Within Families," March 1988. Steven Landfried, high school social studies teacher and host of the radio talk show, "The Parent/Teen Connection," discusses effective communication and some of the pitfalls to avoid when communicating.

"Promoting Family Togetherness Through Art," March 1987. March is National Arts in Education Month and National Youth Art Month.

"Public Relations Ideas—Families: A Youthful Enterprise," March 1988. Here are some ideas for promoting student involvement that can improve attitudes toward youth and schools.

"Burlington Parents Get Involved," April 1988. Here's the story of one community's involvement with the schools. Useful information for parents and educators about a parent involvement campaign.

"Parents, Teenagers, and Parties," April 1988. Useful tips and ideas for parents. This article also contains some information on the legal aspects of serving and drinking alcohol beverages.

"Classroom Ideas—The Family Safety Net," April 1988. Useful information on reaching alienated youth.

"Schools Benefit from Intergenerational Programs" and "Ideas for Activities for Retired Persons in the Schools," May 1988. These articles highlight intergenerational volunteer programs, their importance, and their benefits.

"School/Community Activities," May 1988. Community leaders, parents, and teachers will find useful information on graduation and prom parties and other activities involving the community.

"Overcoming Barriers to Having Fun," June/July 1988. This article is useful to parents who want to promote family activities.

"For Parents: Signs of Problem Use of Alcohol and Other Drugs," August 1988. This checklist includes a listing of behaviors which may indicate *potential* serious alcohol/drug involvement.

Public Relations Tips

March
Decisions, Decisions

Patricia Flanagan, Assistant Director of Human Resources, Wisconsin Rapids School District; and Member, Wisconsin School Public Relations Association

• A peer helpers group visits each seventh-grade homeroom in the Wisconsin Rapids School District during the first week of school. The peer helpers acquaint students with the school and explain the avenues of help available to them. The group also tutors students at the elementary and junior high school level.

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• Parent interest is revived at the middle and secondary levels whenever a student changes schools. To capitalize on this renewed interest, Wisconsin Rapids Lincoln High School Principal Tim Laatsch holds a week-long orientation program for parents and students. A "Sophomore's Only" dance capped off this year's program.

Parents were surveyed by telephone to determine how the school year began for students, what problems, if any, they were experiencing; and how students were making the adjustment to high school. The results indicated the parents were very satisfied with the effort and pleased the school cared enough to call.

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• Parents' visitation days in November in Wisconsin Rapids are another occasion to "pull out all the stops." Newsletters, personal invitations, letters to the editor, special displays, and special touches all convey the message, "We want and expect to see you for the conference days." The effort pays off: each year attendance by parents is in the 70 percent range.

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• New student groups at Lincoln High School emphasize making wise decisions in regard to selecting friends, school courses, and cocurricular activities. Each group is kept small—to about seven or eight students. Following the orientation program, parents of each new student are contacted by telephone by the group facilitator, receive a personal letter from the assistant principal, and receive an informational letter from the school which further explains the programs offered.

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Wendy Randall, Public Relations Coordinator, Nicolet High School District, Glendale, and Glendale-River Hills School District; and member, Wisconsin School Public Relations Association

• The Cross Age Listening Program (CAL) was started 10 years ago by Nicolet psychology teacher Inga Reuter to smooth the transition from the grade schools to Nicolet High School. About 20 Nicolet eleventh and twelfth grade psychology students, trained in group dynamics, act as peer

facilitators and meet regularly with small groups of eighth graders from the three feeder districts to discuss typical concerns and attitudes of those about to enter high school.

Facilitators emphasize communication and decision-making skills, sex roles, and family understanding in the sessions, which focus on academics, social cliques, drugs, and other topics often on teenagers' minds. According to enthusiastic eighth-grade participants, CAL meets a real need and provides a positive opportunity to interact openly and honestly and work out feelings and fears without being embarrassed.

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Packet Tip: Tips for helping adolescents with homework are included in this packet. Adapt them to suit local conditions and for different grade levels. They can be reproduced in district or school newsletters or sent home with students.

SAMPLE INFORMATION RELEASE

(adapt to your needs and retype on district letterhead)

Local contact: (name, title, telephone number) (date)

SCHOOL DISTRICT SPONSORS "PLANNING FOR THE FUTURE"

All (name of district) School District students in grades (state which grades will be attending) and their families are invited to attend "Planning for the Future" (date), a day-long event of workshops, presentations, demonstrations, and exhibits.

District Administrator (name of administrator) said older students and their families will look at specific careers, educational institutions, and training programs while younger students and their families will receive more general information about careers, professions, and education. Demonstrations and exhibits on general topics such as wellness, fitness, and lifelong learning will be available for all students and families.

The event is part of the district's participation in the Families in Education Program, a program initiated by State Superintendent Herbert J. Grover to promote and improve family involvement in education.

"This event," said (administrator's last name) "is an excellent opportunity for parents to get involved. Students need to know what is available to them if they are going to be properly prepared for the future."

(more/over)

"Likewise," (he/she) said, "if parents know what their children are interested in, they can help their children in choosing their high school course work and in making decisions about post-high school opportunities."

"Planning for the Future" will be held from (start time) to (end time) at (name and location of building). (If you will be serving food, mention times and cost.) For further information, contact (give name and telephone number of person to contact).

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SAMPLE PUBLIC SERVICE ANNOUNCEMENTS--March 1989

(adapt and retype on district letterhead)

Approximately :30 seconds

THE FOLLOWING MESSAGE IS FOR TEENAGERS. THE _____ SCHOOL DISTRICT REMINDS ALL OF YOU THAT THERE IS A WORLD OF OPPORTUNITY AWAITING YOU. BUT YOU HAVE TO BE WILLING TO TRY SOMETHING NEW. YOU HAVE TO BE WILLING TO TAKE THE RIGHT KIND OF CHANCE. IF YOU DON'T SUCCEED AT FIRST, YOU'RE NOT A FAILURE. YOU JUST NEED TO TRY A SECOND -- OR THIRD, OR FOURTH, OR FIFTH -- TIME. AND DON'T FORGET THAT YOUR PARENTS AND TEACHERS ARE THERE FOR YOU. THEY CAN GIVE YOU THE HELP AND ADVICE YOU NEED TO ULTIMATELY SUCCEED.

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Approximately :30 seconds

WHAT DOES THE FUTURE HOLD FOR YOUR YOUNG PEOPLE? IT CAN BE A FUTURE BRIGHT WITH PROMISE -- OR IT CAN BE A FUTURE CLOUDED BY SELF-DOUBT AND FEAR OF THE UNKNOWN. THE TEACHERS AND STAFF OF THE _____ SCHOOL DISTRICT HOPE YOU'LL HELP THE TEENAGERS IN YOUR FAMILY AND YOUR COMMUNITY TO MEET THE CHALLENGES OF THE FUTURE. SHOW THEM YOU SUPPORT THEIR ACTIVITIES, HIRE THEM THIS SUMMER, AND GIVE THEM AN ENVIRONMENT IN WHICH THEY CAN BE FREE TO MAKE MISTAKES WITHOUT FEELING AS THOUGH THEY'RE FAILURES.

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(more/over)

Sample PSAs/add one

Approximately :30 seconds

ATTENTION ALL TEENAGERS! NOW IS THE TIME TO START THINKING ABOUT YOUR FUTURE. DO YOU WANT TO GO TO COLLEGE? DO YOU WANT TO BECOME INVOLVED IN AN ACTIVITY THAT WILL BENEFIT YOUR SCHOOL OR COMMUNITY? YOU HAVE THE POWER TO DECIDE WHAT YOUR LIFE WILL BE LIKE. YOU NEED TO TAKE THE TIME TO MAKE SOME DECISIONS ABOUT YOUR FUTURE. AND DON'T FORGET -- YOUR PARENTS AND THE STAFF OF THE _____ SCHOOL DISTRICT ARE THERE TO HELP YOU AND TO OFFER ADVICE.

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Approximately :15 seconds

WHEN WAS THE LAST TIME YOU REALLY LISTENED TO WHAT YOUR TEENAGER HAD TO SAY? THE _____ SCHOOL DISTRICT REMINDS ALL PARENTS THAT KEEPING THE LINES OF COMMUNICATION OPEN PLAYS A KEY ROLE IN KEEPING THE AFFECTION AND RESPECT OF YOUR TEENAGER.

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Public Relations Tips

April
On the Road to Adulthood

Patricia Flanagan, Assistant Director of Human Resources, Wisconsin Rapids School District; and Member, Wisconsin School Public Relations Association

• In conjunction with the third year of Wisconsin Rapids Public Schools' parent lecture/workshop series, "Making Sense of Adolescence," both junior high schools in the district are offering to lend parents video tapes from the lecture series. The lending library also includes other resource materials, such as books, pamphlets, and short articles, which center on developing a better understanding of the middle level learner.

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• The 15 members of Sparks, a student group at Wisconsin Rapids Lincoln High School, receive several days of training in the summer to act as liaisons between students and counselors. As with similiar groups in other schools, Sparks members serve as a "sympathetic ear" and refer students to counselors, but they themselves do not offer counseling or advice. The school counselors select Sparks members.

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• A special group of Lincoln High School students in Wisconsin Rapids presents informational programs to junior high and elementary students on vandalism and anti-smoking. The students receive training in the subject matter and in making presentations.

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Wendy Randall, Public Relations Coordinator, Nicolet High School District, Glendale, and Glendale-River Hills School District; and Member, Wisconsin School Public Relations Association

• A Peer Listeners program was started last year at Glendale's Nicolet High School, because the school social worker, Carol Pook, realized the potential power of peer learning. About 15 students, trained in effective communication techniques, volunteer their free time to work in pairs to listen to other high school students who wish to unload problems ranging from boyfriend rejection to family relationships to academics.

Many students who are too embarrassed to approach a counselor, teacher, or parent about problems may feel more comfortable talking to another student. The Peer Listeners act as non-intrusive third parties and help troubled teens air their concerns, think through their dilemmas, and make responsible decisions. Listeners don't offer advice but do interact empathetically and supportively, exercising discretion and confidentiality. The program has helped prevent many teenagers from keeping their problems inside and has also enhanced the self-esteem and communication skills of the volunteers, who meet weekly to share insights and ideas.

SAMPLE INFORMATION RELEASE

(adapt to your needs and retype on district letterhead)

Local contact: (name, title, telephone number) (date)

PARENTS CAN HELP TEENS ON THE ROAD TO ADULTHOOD

The road to adulthood is sometimes rocky, but parents and other adults can help teenagers smooth out some of the bumps, said (district name) School District Administrator (administrator's name).

To help families help their teens get the most out of the high school years, the district is sponsoring meetings on several topics including (list topics).

These meetings are part of the district's activities for the Families in Education program, a program initiated by State Superintendent Herbert J. Grover to promote and improve family involvement in education.

"The main purpose of these meetings," said (administrator's name), "is to give adults information about academic, social, physical, and emotional concerns of teenagers. Society has changed a great deal in the past few years, and if adults are going to help kids, they have to know what is going on today," (he/she) added.

The schedule for the meetings is as follows: (list meeting topics, dates, times, and locations).

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SAMPLE PUBLIC SERVICE ANNOUNCEMENTS--April 1989

(adapt and retype on district letterhead)

Approximately :20 seconds

IT'S NOT EASY BECOMING AN ADULT -- JUST ASK YOUR TEENAGERS. THE _____ SCHOOL DISTRICT WANTS TO REMIND ALL PARENTS THAT THE CLOTHES, HAIR STYLES, AND BEHAVIORS OF YOUR TEENAGE SONS AND DAUGHTERS ARE THEIR WAY OF FINDING OUT WHO THEY ARE. YOUR UNDERSTANDING WILL GUIDE THEM ON THE ROAD TO MATURITY.

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Approximately :20 seconds

TAKE A GOOD LOOK AT YOUR TEENAGER. WHAT DO YOU SEE -- WEIRD CLOTHES IN WEIRD COLORS, AN UNUSUAL HAIR STYLE, STRANGE-LOOKING JEWELRY? THE _____ SCHOOL DISTRICT REMINDS ALL PARENTS THAT BEING DIFFERENT ISN'T THE SAME AS BEING BAD. FOR YOUR TEENAGERS, BEING DIFFERENT IS AN IMPORTANT STEP TOWARD MATURITY AND INDEPENDENCE -- A STEP TEENS NEED TO TAKE.

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Approximately :10 seconds

PREPARING TOMORROW'S WORKERS STARTS WITH YOU TODAY. HIRE THE TEENAGERS IN YOUR COMMUNITY THIS SUMMER. THIS PUBLIC SERVICE ANNOUNCEMENT IS BROUGHT TO YOU FROM THE _____ SCHOOL DISTRICT.

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(more/over)

Sample PSAs/add one

Approximately :30 seconds

THERE'S AN OLD SAYING -- "TALK IS CHEAP." THAT MAY BE TRUE IN SOME INSTANCES, BUT IT DOESN'T APPLY TO THE PARENTS OF TEENAGERS. THE _____ SCHOOL DISTRICT KNOWS HOW TOUGH IT IS FOR PARENTS TO RAISE TEENAGERS. BUT THE STAFF AND TEACHERS ALSO KNOW HOW REMARKABLE THESE YOUNG PEOPLE ARE. THEY HOPE YOU'LL KEEP THOSE IMPORTANT LINES OF COMMUNICATION OPEN. YOU MAY ALSO LEARN A FEW THINGS -- ABOUT YOURSELF, AND ABOUT YOUR TEENAGER.

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Approximately :30 seconds

IT'S HARD BEING "THE ONLY ONE" -- ESPECIALLY WHEN YOU'RE A TEENAGER. THE STAFF OF THE _____ SCHOOL DISTRICT UNDERSTANDS THE KIND OF PRESSURE YOUR TEENAGERS ARE UNDER -- PRESSURE FROM THEIR FRIENDS AND FROM THEMSELVES. PARENTS, YOU CAN HELP YOUR TEENAGERS DEAL WITH THIS PRESSURE. LET THEM KNOW YOU RESPECT THEIR OPINIONS AND HAVE FAITH IN THEIR JUDGMENTS. LET THEM KNOW IT'S ALRIGHT TO BE DIFFERENT FROM THEIR BUDDIES. AND BE WILLING TO LISTEN TO THEIR PROBLEMS AND CONCERNS -- AND OFFER YOUR SUPPORT TO YOUR TEENAGER.

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Public Relations Tips

May
Teen Pride

Wendy Randall, Public Relations Coordinator, Nicolet High School District, Glendale, and Glendale-River Hills School District; and Member, Wisconsin School Public Relations Association

• The Nicolet High School Merit Award was instituted in 1986 by the school board to recognize students who actively participate in their school community. Students must join in an activity such as sports, a club, or a theatrical production; attend five school-sponsored activities; perform five hours of school service, such as tutoring, announcing, or helping the staff; and must exhibit a positive classroom attitude.

Olympic-type medals and certificates are presented in an annual ceremony attended by faculty and parents. Names are listed in the local newspaper. The award recognizes many students who might not be on the dean's list or sports pages but who take pride in supporting their school community. During the 1987-88 school year, 172 merit awardees were honored out of a student body of 1,400.

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Patricia Flanagan, Assistant Director of Human Resources, Wisconsin Rapids School District; and Member, Wisconsin School Public Relations Association

• The junior high school student government in the Wisconsin Rapids School District is emphasizing community outreach and school spirit by
* conducting a raffle on a "Halloween Jar" with a portion of the proceeds donated to United Way.
* organizing a schoolwide treasure hunt to build school spirit.
* having a bus driver appreciation event.
* sponsoring a "build your own sundae" teacher appreciation activity.

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• Participants in cocurricular activities hold a pre-season family potluck and a post-season banquet at which individual accomplishments are highlighted.

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• Students receive recognition for superior performance through letters, news announcements, public address announcements, and special board of education letters with the heading "Pride." Students are recognized for performance whether it be on the playing field, in community service, in academic activities, or cocurricular events.

SAMPLE INFORMATION RELEASE

(adapt to your needs and retype on district letterhead)

Local contact: (name, title, telephone number) (date)

DISTRICT TEENS RECEIVE RECOGNITION

Students at (name of school) High School who "make a difference" will be recognized (date). These are students who contribute to the academic and extracurricular excellence of the school.

All (name of school) High School students who will receive recognition are being encouraged to invite parents and other significant adults in their lives. To emphasize the important role that families play in educational achievement, the adults will be asked to stand for recognition when the students receive their honors.

(List here any guest speakers or featured entertainment.)

The recognition ceremony is part of the (name of district) School District's Families in Education program, a program initiated by State Superintendent Herbert J. Grover to encourage and promote family involvement in education.

District Administrator (name of administrator) said many students contribute to making high school a good experience but that some students don't get the recognition they deserve.

(more/over)

Recognition/add one

(Name of school) High School Principal (name of principal) said, "We want to recognize all facets of student accomplishment. That includes academic achievement and participation in athletics, performing arts, interest clubs, service organizations, student government, and other student activities. Students who perform volunteer work outside of school will also be recognized for their contributions to the community."

The ceremony will be held at (time) in (building room) at (name of building). The public is invited to attend. Refreshments will be served afterwards.

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SAMPLE PUBLIC SERVICE ANNOUNCEMENTS--May 1989

(adapt and retype on district letterhead)

Approximately :15 seconds

TEENAGERS CAN AND DO MAKE A DIFFERENCE. THE _____ SCHOOL DISTRICT WANTS YOU TO TAKE A MINUTE TO THANK THE TEENAGERS IN YOUR LIFE FOR A JOB WELL DONE. IT'S THE GREATEST ENCOURAGEMENT YOU CAN GIVE THEM.

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Approximately :10 seconds

YOUNG PEOPLE ARE A VITAL PART OF OUR COMMUNITY. THE _____ SCHOOL DISTRICT REMINDS ALL OF US TO TAKE PRIDE IN OUR TEENAGERS AND THEIR ACCOMPLISHMENTS. THEIR ENERGY AND IDEAS ENRICH OUR LIVES.

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Approximately :20 seconds

WHO MAKES A CONTRIBUTION AT YOUR HIGH SCHOOL? IT ISN'T ONLY THE "COOL" KIDS OR THE TEENS WHO PARTICIPATE IN ATHLETICS. THE _____ SCHOOL DISTRICT TAKES PRIDE IN THE INITIATIVE AND ACCOMPLISHMENTS OF ALL THE TEENAGERS IT SERVES. TEACHERS AND STAFF INVITE YOU TO SHARE IN THE PRIDE THEY HAVE FOR YOUR YOUNG PEOPLE.

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(more/over)

Sample PSAs/add one

Approximately :20 seconds

THE SATISFACTION OF A JOB WELL DONE AND KNOWING WHAT A DOLLAR IS REALLY WORTH -- THAT'S WHAT OUR YOUNG PEOPLE CAN GET FROM A JOB. WHEN YOU'RE LOOKING FOR HARD-WORKING EMPLOYEES THIS SUMMER, WHY NOT CONSIDER HIRING A TEENAGER FROM YOUR LOCAL SCHOOL DISTRICT. THE SUPPORT YOU GIVE TO THE YOUNG PEOPLE IN YOUR COMMUNITY WILL BE APPRECIATED.

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Approximately :30 seconds

THIS IS A MESSAGE FOR ALL OF THE TEENS IN THE _____ SCHOOL DISTRICT. ARE YOU FEELING BORED? WOULD YOU LIKE TO HELP OTHER PEOPLE? CONSIDER VOLUNTEERING IN YOUR COMMUNITY. YOU MAY WANT TO HELP OUT AT THE LOCAL DAY-CARE CENTER THIS SUMMER OR BECOME INVOLVED WITH A NURSING HOME IN YOUR AREA. YOU MAY WANT TO TUTOR OTHER YOUNGSTERS OR PROVIDE ASSISTANCE TO DISABLED PERSONS. REMEMBER, YOU ARE AN IMPORTANT MEMBER OF YOUR COMMUNITY. TAKE ADVANTAGE OF THE OPPORTUNITY TO GIVE SOMETHING BACK TO THE PEOPLE WHO SUPPORT YOU AND YOUR SCHOOL.

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We've Accomplished a Lot

Life, Living, and Learning in the Teen Years

March
Decisions, Decisions

April
On the Road to Adulthood

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Teen Pride